

Millfields Nursery School Community Services

Disability Equality Scheme and Accessibility Scheme 2019-2022

Introduction

Millfields Nursery School Community Services welcomes its general responsibilities under the Disability Equality Duty.

Duties under the Disability Discrimination Act (DDA) require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use or who may wish to use the school
- Make reasonable adjustments to ensure that both adults and children with disabilities are not placed at a disadvantage when accessing employment, facilities, services, functions and premises
- Encourage participation by disabled people in all areas of life
- Eliminate discrimination that is unlawful under the DDA
- Eliminate disability- related harassment
- Promote positive attitudes towards those with disabilities
- Prepare and publish a disability equality scheme to show how they met these duties

This scheme will outline the steps that the Governing Body will take, that will result in improved outcomes for disabled pupils, parents/carers, Governors and members of staff, in all aspects of nursery life.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and

substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Guidance for governors about their responsibilities is found on:

www.governorline.info

Schools Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Admissions

Responsible bodies must not discriminate against a disabled child:

- By refusing or deliberately omitting an application for admission to the nursery for someone who is disabled
- Millfields Nursery School Community Services is proactive in gathering information about children and their families during home visits, from confidential questionnaires, transition reviews and visits before they start nursery. Further information is gained during parent meetings and consultations

Exclusions

It is unlawful for a responsible body to discriminate against a disabled pupil by excluding him or her from an activity or the school for a reason related to the pupil's impairment.

All aspects of this duty are bound within the remit of Every Child Matters documentation.

The purpose and direction of the school's scheme: vision and values

Millfields Nursery School Community Services recognises the importance of fully involving disabled people in the development of the scheme.

To develop our school's Access Plan we asked for the views of disabled staff, parents/carers of disabled children, Governors and able-bodied users on what the vision and values of the school should be in relation to developing greater access for its disabled pupils:

- To the curriculum
- To the physical environment
- To improving the ways in which communication with disabled users is promoted

Our Mission Statement

' Millfields Nursery School Community Services' will provide a happy, safe, inclusive environment for all our children. All children are individuals with different interests and learning styles, they are rich competent learners and citizens from birth. We foster positive relationships in an enabling environment where learning and development flourish. '

This information and the Accessibility Plan have informed this scheme.

Information about children is collected on data collection sheets and used by the SENCO and Headteacher to ensure equality of access through 'reasonable adjustments.' These reasonable adjustments will be made to meet the individual needs of disabled children, in consultation with other relevant agencies and professionals.

Information about staff's disabilities is collected on application and interviews. Existing staff's information is gathered through performance management and informal discussion.

Millfields Nursery School Community services will ensure that information gathered is kept confidential, in line with the Data Protection Act.

Impact assessment

All children's progress is monitored by the Headteacher using Target Tracker (computerised assessment) and Learning Journeys, ensuring that all children achieve to the best of their ability. Children's progress is moderated.

Well trained staff observe changes in behaviour that may impact upon a child's progress. They liaise closely with parents/carers to work to resolve the issues

This scheme should be read alongside the Race Relations Policy, Equal Opportunities Policy, Special Educational Needs Policy and all other policies.

We review our policies regularly. We will involve disabled pupils and their parents in the review process.

We will include the Disability Equality Scheme in the School Development Plan - including sharing the plan with all stakeholders and consulting with all stakeholders on a regular basis.

The following are priorities in our settings scheme :

1. Promoting Equality of Opportunity

- Share the scheme with all members of staff and ensure that everyone is clear about their duty in respect of the scheme and practice matches policy
- To ensure that all groups of parents/carers have access to all aspects of school life e.g. review meetings to be held in a room downstairs to enable people with physical disability to attend
- All staff members are Makaton trained to use signing and pictures throughout the nursery
- Staff members will be trained in specialist areas to meet specific needs. Records of training are held at the Nursery and in Personal Development Files. We are committed to providing the best provision for children with disabilities
- Designate staff to read newsletters to parents/carers who find accessing written school information challenging
- Member of staff with a hearing disability to sit at the front on training courses, staff meetings

2. Eliminating Discrimination

- The curriculum that is offered at Millfields enables equal access for all pupils.
- Also Learning Journeys and Target Tracker
- Raise awareness of DDA through staff training
- Reviewing and adjusting policies
- Addressing any bullying issues through e.g. circle time

3. Eliminating Harassment and Bullying

- The nursery will not tolerate the harassment or bullying of any individual
- Promote Equal Opportunities, Behaviour and related policies
- Use of Persona dolls

4. Promoting Positive Attitudes

- a. Staff modelling respectful attitudes to all children, parents/carers, visitors and to each other.
- b. Use of Persona dolls
- c. Positive images within the environment in the form of books, stories, materials, displays, posters, play resources etc.
- d. Celebrate and highlight key events such as the Paralympics, Deaf Awareness week

5. Encouraging participation in public life

Disabled pupils, staff and parents/carers will be encouraged to participate

- a. In the life of the setting e.g. productions, visits, workshops and other special events
- b. Through celebration of the skills of everyone including those with a disability

6. Taking steps to meet disabled peoples needs, even if this requires more favourable treatment

- a. Extra support for disabled pupils, where possible
- b. Interview all disabled applicants who meet the minimum requirements of a job

The effectiveness of any adjustments will be monitored regularly through feedback from disabled and other users.

Any feedback will be collated by a member of staff and any ideas will be discussed and ways to develop and implement improvements will be established.

Contractors and Procurement

If contractors or outside workers are to be at the nursery, we will check that the responsibility for disability equality lies within the Local Authority / private contractor's own Disability Equality Scheme. This may include cleaners, ICT technicians.

We will aim to have a procedure in place for all workers in school to have met with senior staff about work to be done. Consideration will be given to the needs of the people or children with a disability and whether the work will affect their access / equity of provision. The contractor will also be asked about any of their employees with a disability who needs access arrangements.

Information, Performance and Evidence

We believe that gathering information is a vital part of ensuring that the nursery makes better decisions about what would best improve disability equality.

A sound evidence base is necessary for conducting impact assessment and reviewing the effectiveness of the action plan.

The information will be used to assess the effectiveness of activities in delivering disability equality. It will be analysed to contribute to ensuring disability equality is achieved - this will be demonstrated through targets on the action plan.

- Disabled children will be identified through agencies already involved and through the initial entry form. The disability will be discussed during the home visit.
Data protection legislation will be observed in sharing this information.
- Disabled staff will complete a declaration form/equal opportunities form when applying for the post

- Disabled parents, Governors and other nursery users are identified through self-declaration.

Data protection legislation will be observed in sharing this information

We will explain to parents/carers, staff, Governors, children and other users why this information is needed,

Reviewing

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

Review Date

September 2022

Senior Member of Staff Responsible

The scheme and action plan needs to be committed to by the highest level of authority you have- the Headteacher and Chair of Governors. You may also want a member of staff with disability expertise to take responsibility for the day-to-day implementation.

Designated Member of Staff

Lynne Emery

Governor Responsible

Eleanor Boycott

Apendices

Appendix 1 - DES Action Plan